DOCUMENT RESUME

ED 141 645 CE 012 076

AUTHOR	Hampson, Michael N.; And Others
TITLE	Essential Leadership and Personal Development Competencies Needed in Agricultural Occupations As Identified by Agricultural Leaders in Ohio. Summary of Research Series. SR 12.
INSTITUTION	Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE	77
NOTE	25p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Agricultural Occupations; Agricultural Personnel; Curriculum Development; Employment Level; Group Activities; Individual Development; *Interpersonal Competence; *Job Skills; *Leadership; Occupational Surveys; *Opinions; Personal Growth; Vocational Education
IDENTIFIERS	Future Farmers of America; Ohio

ABSTRACT

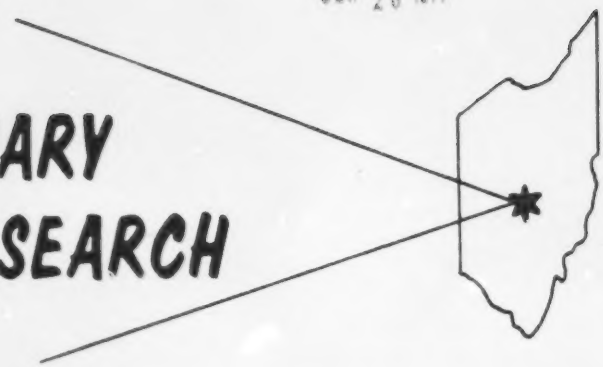
Seeking to determine the leadership and personal development competencies that are needed by employees in agricultural occupations, the authors surveyed a sample of 280 Ohio agricultural leaders at the management, mid-management, and labor occupational levels. The survey instrument was designed to identify competencies performed at each level, to determine the degree of importance of each competency, and to indicate which should be included in vocational agriculture curriculum. Based on a 76% response rate, a computer data analysis, and review by an advisory committee of agricultural educators to determine which competencies should be included in curriculum, the following conclusions were drawn: (1) Leadership and personal development competencies are performed by agricultural leaders and are important to successful performance in agricultural occupations at all three levels with no marked differences in performance or importance of competencies by occupational level, (2) FFA activities which promote leadership and personal development competencies were perceived as important, (3) personal development competencies were generally rated higher than leadership competencies in both performance and importance, (4) performance and importance ratings of competencies may not always be directly related, (5) and leadership and personal development competencies must be included in vocational education curriculum. The report suggests specific recommendations and implications for use of the study data and competency lists in program evaluation and development. (BM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED141645

JUN 20 1977

SUMMARY OF RESEARCH



DEPARTMENT OF AGRICULTURAL EDUCATION

The Ohio State University
Columbus, Ohio 43210

ESSENTIAL LEADERSHIP AND PERSONAL DEVELOPMENT COMPETENCIES NEEDED IN AGRICULTURAL OCCUPATIONS AS IDENTIFIED BY AGRICULTURAL LEADERS IN OHIO

Michael N. Hampson, L.H. Newcomb, J. David McCracken

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

INTRODUCTION

ESSENTIAL LEADERSHIP AND PERSONAL DEVELOPMENT COMPETENCIES NEEDED IN AGRICULTURAL OCCUPATIONS AS IDENTIFIED BY AGRICULTURAL LEADERS IN OHIO

PURPOSE AND OBJECTIVES

The primary purpose of the study was to answer the research question: What are the leadership and personal development competencies needed by employees in agricultural occupations as identified by agricultural leaders in Ohio?

The objectives of the study were contained in the following sub-questions.

1. What leadership and personal development competencies are performed at the management, mid-management, and labor category as identified by agricultural leaders in Ohio?

2. What is the degree of importance of specific leadership and personal development competencies as identified by agricultural leaders in Ohio?

3. Which leadership and personal development competencies should be included in the vocational agriculture curriculum?

METHODOLOGY

Objectives were accomplished by constructing an initial competency inventory, validating the initial inventory, selecting a sample of agricultural leaders, collecting data from these leaders, and analyzing the data.

Initial Competency Inventory

Duty areas and competency statements for agricultural leaders were identified by searching existing publications and research. The validity of the initial competency inventory was critiqued by a panel of university faculty and research specialists in occupational analysis (See Appendix A). The panel critiqued the competency inventory for brevity, clarity, and consistency. The comments from the panel were pooled and needed changes were made in the competency inventory.

The initial competencies were grouped into functional areas referred to as duties. The nine leadership and personal development duty areas defined for agricultural occupations were:

1. Leading individuals and groups
2. Developing good work habits
3. Participating in social activities
4. Participating in committees and groups
5. Participating in professional business and civic organizations
6. Managing financial resources
7. Developing communication skills
8. Developing citizen skills
9. Developing personal skills

Similar leadership and personal development competencies were grouped together under the appropriate duty area. This allowed the subjects to compare related competencies before responding. Using this procedure, the importance of leadership and personal development competencies was obtained from agricultural leaders and analyzed.

Field Testing of Competency Inventory

The initial competency inventory was field-tested with five management, five mid-management, and five labor leaders in agricultural occupations in the Fairfield County, Ohio, area. The five individuals from each occupational level were asked to complete the questionnaire and make recommendations for improvement of the instrument. Information obtained from the field test was used to check the appropriateness of the competencies, clarity of the instructions, completeness of the inventory, and other factors which might affect response rate.

Sample Selection

The investigator sought to obtain data on agricultural leaders in the State of Ohio. In order to develop a frame, teachers of vocational agriculture were asked to assist with the study. The teachers who were asked to participate in the study were chosen at random from the 1975-1976 Ohio Agricultural Education Directory. The sample of teachers was stratified on the variable taxonomy area in order to include in the sample the same proportion of teachers by taxonomy area as existed in the total population of vocational agriculture teachers in Ohio. Each randomly selected teacher was asked to designate an agricultural leader at the management, mid-management and labor occupational level. The reader should note that there was no attempt by the teachers to draw any kind of random sample. The teachers were provided with the criteria: "An agricultural leader is an individual who is engaged in

an agriculturally-related occupation and actively participates in civic, social, professional, church-related and/or educational activities."

This procedure produced an accessible population of 280 individuals designated by the selected vocational agriculture teachers as leaders in the teachers' respective taxonomy areas either at the management, mid-management, or labor occupational level.

Data Collection

The instrument was mailed May 1, 1976, to 280 leaders in the management, mid-management, and labor occupational levels in agricultural occupations. A cover letter accompanied the instrument. The questionnaire was followed up seven days later with a reminder postcard which asked the subjects to return the instrument. The second mailing of the instrument to non-respondents occurred fourteen days after the initial mailing. A cover letter accompanied the questionnaire reiterating the importance of the study and the need for every subject's response. A 15 percent random sample of individuals who had not responded to the second mailing of the questionnaire was telephoned 28 days after the initial mailing. The purpose of the telephone call was to complete the background information section of the instrument, complete two purposely selected duty areas, and to determine the individual's reason for not responding. Utilizing this data, the non-respondents' background information and reaction to competency statements in the two duty areas were compared with respondents. It was concluded that respondents and non-respondents did not differ. The most often cited reason for not responding was "lack of time."

Data Analysis

The questionnaires which were returned were inspected for completeness and accuracy. Information from the usable responses was coded. In addition to coding appropriate respondents' background information, each specific competency statement was coded as to whether it was performed and the importance of the competency. The information was key punched onto IBM cards and verified by personnel at The Ohio State University Instruction and Research Computer Center.

The data were analyzed using the Statistical Package for the Social Sciences (SPSS, Nie, et. al., 1975) Computer Program and the facilities of the Instruction and Research Computer Center. The SPSS computer analysis resulted in the compilation of relative frequencies and means for each competency statement stratified into management, mid-management, and labor occupational levels.

An advisory committee of agricultural educators was organized to determine which leadership and personal development competencies should be included in the curriculum for vocational agriculture. A list of the members of the advisory committee appears in Appendix B. The committee was charged with the task of reviewing the list of competencies, percent of the individuals performing, and the mean level of importance of the competency. Based on this information, the advisory committee selected a criterion to utilize in selecting competencies for inclusion into the vocational agriculture curriculum.

FINDINGS

Information regarding the importance and performance of leadership and personal development competencies needed in agricultural occupations was obtained from agricultural leaders in Ohio.

Response to the Survey by Agricultural Leaders

Two-hundred-and-eighty questionnaires were mailed to agricultural leaders May 1, 1976. By the prior established cutoff date of May 28, 1976, 214 replies were received. This represented a 76.4 percent rate of return. Of the 214 questionnaires returned, four were discarded before analysis because of invalid or incomplete data. Nine questionnaires were undeliverable and 57, or 20.4 percent, were not returned by the deadline date.

Distribution of Respondents by Taxonomy Area and Occupational Level

The distribution of agricultural leaders by occupational level and taxonomy area was based on 214 usable questionnaires. The findings in regard to this distribution are presented in Table 1.

TABLE 1

Distribution of Respondents by
Taxonomy Area and Occupational Level

	Occupational Level							
	Management		Mid-Management		Labor		Cumulative for sample	
Taxonomy Area	N	%	N	%	N	%	N	%
Production	98	46.7	20	9.5	25	12.0	143	68.1
Agricultural Business	14	6.7	2	1.0	0	0	16	7.6
Agricultural Mechanics	6	2.9	4	1.9	4	1.9	14	6.7
Animal Prod. & Mgmt.	2	1.0	0	0	5	2.4	7	3.3
Horticulture	16	7.6	2	1.0	1	0.5	19	9.0
Specialized*	7	3.3	1	0.5	3	1.4	11	5.2
Cumulative for Sample	143	68.1	29	13.8	38	18.1	210	100.0

Note: *Specialized includes forestry, food processing, natural resources, and environmental science which were combined because of small n.

Individuals engaged in production agriculture provided the majority (68.1%) of the input for the study. The individuals who perceived themselves to be managers in production agriculture comprised 46.7 percent of the sample. The mid-managers were represented by 20 individuals, accounting for 9.5 percent of the sample. Twenty-five respondents, or 12 percent of the sample, considered themselves to be laborers in production agriculture.

The least represented taxonomy area was Animal Production and Management. This taxonomy area comprised 3 percent of the sample of agricultural leaders. Two individuals perceived their occupational level as management and five individuals perceived their occupational level as labor in animal production and management. No one indicated his occupational level as mid-management.

The cumulative distribution of the sample by taxonomy area resulted in 68.1 percent management, 13.8 percent mid-management, and 18.1 percent labor.

Age of the Sample by Occupational Level

Analysis of the age of the sample of agricultural leaders resulted in a bi-modal distribution. One-fourth of the sample (26.3%)

indicated that they were between the age of 23 and 30 and one-fourth (26.3%) reported their ages to be between 31 and 40. Individuals at the management occupational level most frequently reported their age to be between 31 and 40. The individuals at the mid-management and labor occupational level most frequently reported their age to be between 18 and 22. No individuals reported to be at the labor level between the age of 51 and 65.

Source of Preparation in Developing Leadership and Personal Development Competencies by Occupational Levels

Individuals at the management, mid-management, and labor occupational levels most frequently reported that they received preparation in developing leadership and personal development competencies on the job. The second most frequently cited source of preparation in developing leadership and personal development competencies at all occupational levels was high school. Individuals at the management occupational level least frequently reported technical school as a source of preparation in developing leadership and personal development competencies. The military was the source of preparation least frequently cited by individuals at the mid-management occupational level. Individuals at the labor level least frequently stated professional organizations as a source of preparation in developing leadership and personal development competencies.

Types of Activities in Which Agricultural Leaders Participated During Spring 1976

Agricultural leaders participated in an average of .89 church-related activities in the Spring of 1976. The level of participation most frequently recorded by the leaders was as a member. The leaders also participated in an average of .79 professional activities, .60 educational programs, .37 youth organizations, and .13 other activities. The most frequently cited level of participation by agricultural leaders was as an officer. Agricultural leaders participated in a .51 social activities and the most frequently reported level of participation was as a member. Agricultural leaders indicated that they participated in an average of 3.76 activities during the Spring of 1976.

Agricultural Leaders FFA Affiliation In High School by Occupational Level

Approximately one-half (49%) of the agricultural leaders in the study were past officers of the FFA. Eighty-one individuals, or 38.9 percent of the respondents, indicated that they were never affiliated

with the FFA. The mean years of membership for the sample was 2.3 years. Agricultural leaders at the management occupational level were members of the FFA an average of 2.19 years. Mid-management averaged 2.41 years of membership as compared to labor who reported an average membership of 2.81 years.

The most frequently recorded level of participation at all occupational levels was that of officer. At the management level, one-third (31.3%) of the sample indicated they had held an office in the FFA. Fifteen agricultural leaders at the mid-management level or 7.2 percent of the sample indicated that they were officers while in the FFA. Past officers at the labor level numbered 22 individuals, or 10.6 percent of the sample of agricultural leaders.

Performance and Level of Importance of Leadership and Personal Development Competencies

Agricultural leaders were asked to indicate which leadership and personal development competencies they performed in each duty area. Then, whether or not they performed the competency, the agricultural leaders were asked to provide their perception of the level of importance of the competency to their occupation. The level of importance of a competency was based on the following rating scale: 3 = essential, 2 = useful, 1 = not important. The percent of the sample performing the competency was based on 210 cases. The sample was further broken down into three occupational levels: management (n = 143), mid-management (n = 29), and labor (n = 38). Each occupational level was evaluated to determine the percent of the agricultural leaders performing the competencies and the level of importance of the competencies. An analysis of the data revealed that there were no differences in performance or importance of the competencies by occupational level. A summary of the percent performing and the level of importance of each competency for the total sample * is presented in TABLES 2 through 10. TABLES 11 through 14 summarize the data for each duty area.

Findings of the Advisory Committee on Leadership and Personal Development

An advisory committee on leadership and personal development was organized to determine which leadership and personal development competencies should be included in the curriculum. The committee consisted

* Data by occupational level are available upon request.

of vocational educators at the state department, university, joint vocational school, and high school level. The names of the members of the committee are presented in Appendix B. The committee reviewed the competency list, percent of agricultural leaders performing, and level of importance of the competencies. After considerable deliberation, the committee concluded that in order for a competency to be included in the curriculum, it would have to meet the criterion of 60 percent performing or a level of importance of 2.3 or higher. An asterisk preceding the competencies in TABLES 2 through 10 denotes the competencies to be excluded from the curriculum based on the recommendations of the committee.

TABLE 2

Performance and Level of Importance of Competencies in the duty Area "Leading Individuals and Groups" by the Total Sample (n = 210)

	COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
01	Leading individuals and groups			
	01 Follow democratic procedures	71.9	2.68	0.53
	02 Define group objectives and goals	71.0	2.69	0.49
	03 Keep group progressing towards goals and objectives	70.0	2.85	0.36
	04 Act as arbitrator - mediator in group conflicts	52.4	2.39	0.58
★	05 Demonstrate tact and diplomacy	67.1	2.69	0.50
	06 Identify sources of interpersonal conflicts	40.5	2.20	0.55
	07 Encourage group participation	70.5	2.55	0.04
	08 Involve others in group decisions and actions	71.9	2.53	0.55
★	09 Stimulate critical group thinking	43.3	2.24	0.57
	10 Advise and counsel people	52.9	2.30	0.55
	11 Be dependable	81.9	2.92	0.29
	12 Develop new programs and activities when needed	53.8	2.45	0.52
	13 Make decisions	82.9	2.89	0.32
	14 Substantiate decisions	65.7	2.71	0.48
	15 Support majority decisions of group	61.9	2.41	0.65
	16 Collect necessary information	65.2	2.54	0.51
	17 Evaluate information	61.4	2.55	0.51
	18 Set meetings, date, and place	68.1	2.52	0.54
	19 Develop meeting agendas	57.6	2.49	0.57
	20 Demonstrate good judgments	70.5	2.76	0.45
	21 Demonstrate resourcefulness	61.4	2.52	0.52
	22 Provide constructive criticism	65.2	2.39	0.56
	23 Discipline consistantly	45.2	2.37	0.65
	24 Promote group cooperations	52.4	2.43	0.52
	25 Assume responsibility for completion of group activities	59.0	2.52	0.57
	26 Inform individuals of their roles and responsibilities	64.8	2.61	0.53
★	27 Promote group interaction	40.5	2.18	0.55
★	28 Identify the various types of leadership style	29.5	1.98	0.63
★	29 Identify needs of individuals and groups	38.6	2.27	0.59
	30 Evaluate accomplishment of individual and group of objectives	47.6	2.37	0.56
★	31 Facilitate task performance	39.5	2.27	0.57

Note: a. The level of Importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important

★ Competencies recommended to be excluded from the Vocational Agriculture Curriculum.

TABLE 3

Performance and Level of Importance of Competencies in the duty Area "Developing Good Work Habits" by the Total Sample (n = 210)

COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
02 Developing good work habits			
01 Establish and post work schedules	46.7	2.38	0.62
02 Attend work regularly	84.3	2.89	0.37
03 Accept and carry out responsibilities	89.5	2.96	0.19
04 Complete assigned work to best of one's ability	86.2	2.92	0.27
05 Demonstrate initiative in completing work	82.9	2.79	0.42
06 Work cooperatively with others	86.2	2.79	0.41
07 Ask for and receive help from others	84.3	2.57	0.53
08 Follow business rules and policies	73.3	2.65	0.50
09 Provide work instructions to others	76.2	2.56	0.52
10 Identify unsafe and inadequate work habits	73.3	2.70	0.47
11 Work under pressure	82.4	2.53	0.58
12 Demonstrate speed and accuracy in work	79.5	2.57	0.53

TABLE 4

Performance and Level of Importance of Competencies in the duty Area "Participating In Social Activities" by the Total Sample (n = 210)

COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
03 Participating in social activities			
01 Make introductions	71.9	2.34	0.51
02 Extend courtesies to others	81.0	2.64	0.48
* 03 Remember names in social situations	59.0	2.23	0.54
04 Participate in conversation appropriate for the occasion	68.1	2.33	0.51
05 Meet and greet people	75.7	2.54	0.51
06 Correctly enter a restaurant and be seated	68.6	2.05	0.62
07 Order a meal in a restaurant	74.8	2.04	0.67
08 Demonstrate correct eating etiquette with various types of food and in various situations	63.8	2.11	0.60
09 Properly use eating utensils	71.0	2.20	0.60
10 Tip employees of restaurants and hotels appropriately	72.4	2.03	0.68
* 11 Tie a necktie	74.3	2.05	0.72
12 Wear appropriate clothes for various occasions	81.9	2.41	0.52
13 Maintain good posture	74.3	2.44	0.55
14 Be punctual for social events	75.2	2.52	0.53
15 Use proper language in social settings	75.2	2.58	0.51
* 16 Write thank-you, sympathy, and congratulatory notes	57.1	2.22	0.55

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important.

* Competencies recommended to be excluded from the Vocational Agriculture Curriculum.

TABLE 5

Performance and Level of Importance of Competencies in the duty Area "Participating In Committees and Groups" by the Total Sample (n = 210)

	COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
04	Participating in committees and groups			
	01 Serve as a committee chairperson	68.1	2.13	0.55
	02 Organize as a committee meeting	63.3	2.29	0.58
	03 Participate as a committee member	71.9	2.34	0.57
	04 Conduct a committee meeting	64.8	2.29	0.55
	05 Select members for a committee	61.4	2.28	0.54
*	06 Determine the size of a committee needed for specific purposes	57.1	2.12	0.55
*	07 Determine how often a committee should meet	57.1	2.20	0.55
	08 Evaluate the accomplishments of a committee	53.8	2.31	0.55
	09 Present a committee report	63.8	2.38	0.58
	10 Secure the support of the committee members	53.3	2.51	0.54
	11 Identify committee objectives	54.3	2.47	0.57
	12 Promote committee member participation	58.1	2.45	0.55
	13 Delegate responsibility to other committee members	56.2	2.47	0.53
	14 Give recognition and thanks for work done	71.0	2.71	0.47
	15 Maintain satisfactory group membership	54.8	2.42	0.56
	16 Recognize individual committee member needs	49.5	2.33	0.56
	17 Serve as an officer	69.0	2.17	0.66
	18 Use proper parliamentary procedure	67.6	2.51	0.56
	19 Participate in committee deliberation	61.9	2.25	0.56

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 - Useful, 1 = Not important

* Competencies recommended to be excluded from the Vocational Agriculture Curriculum.

TABLE 6

Performance and Level of Importance of Competencies In the duty Area "Participating In Professional, Business, and Civic Organizations" by the Total Sample (n = 210)

	COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
05	Participating in professional, business and civic organizations			
	01 Participate as a member of an organization at the local, state and/or national level	69.0	2.23	0.51
	02 Assume responsibility for the operation of the organization	56.7	2.32	0.55
	03 Identify the principles and purposes of the organization	51.4	2.45	0.54
*	04 Identify the structure or heirarchy of the organization	41.0	2.18	0.59
	05 Interpret the constitution and by-laws of the organization	45.2	2.40	0.60
	06 Attend meetings regularly	69.5	2.65	0.51
	07 Vote on organizational concerns	64.8	2.61	0.52
*	08 Plan an awards or recognition banquet	46.7	2.08	0.57
	09 Attend awards or recognition banquet	60.5	2.15	0.57

TABLE 7

Performance and Level of Importance of Competencies in the duty Area "Managing Financial Resources" by the Total Sample (n = 210)

	COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
06	Managing financial resources			
	01 Appraise personal financial standings	76.7	2.72	0.49
	02 Prepare a personal budget	64.3	2.40	0.62
	03 Set financial goals for the future	73.3	2.57	0.55
	04 Save money to finance future activities	77.1	2.61	0.52
	05 Establish and maintain a satisfactory credit rating	87.1	2.92	0.30
	06 Write checks	86.7	2.68	0.54
	07 Calculate interest on a savings account	65.7	2.23	0.63
	08 Maintain a checkbook	81.0	2.70	0.50
	09 Identify the cost of owning a car	69.5	2.32	0.60
	10 Identify the value of real estate in the local community	73.8	2.44	0.54
*	11 Determine the down payment needed on a home	53.3	2.20	0.60

TABLE 8

Performance and Level of Importance of Competencies in the duty Area "Developing Communication Skills" by the Total Sample (n = 210)

	COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE(a)	STANDARD DEVIATION
07	Developing communication skills			
	01 Present information to a group	71.4	2.45	0.54
	02 Communicate clearly in written form	61.0	2.42	0.55
	03 Clarify issues	59.0	2.43	0.56
	04 Persuade others	61.0	2.26	0.60
	05 Listen to others	73.3	2.72	0.49
	06 Function as a spokeperson for a group	64.3	2.26	0.58
	07 Introduce a speaker at meetings	63.3	2.25	0.57
	08 Participate in conversations and discussions	81.9	2.52	0.53
*	09 Write news articles	43.8	1.94	0.58
	10 Use correct telephone procedures	72.9	2.36	0.54
	11 Write letters	63.8	2.34	0.54
*	12 Organize and present radio programs	21.0	1.83	0.59
*	13 Organize and present TV programs	17.1	1.74	0.60
*	14 Interpret an individual's gestures and mannerisms	45.7	2.03	0.64
	15 Take telephone message	68.6	2.42	0.58
*	16 Recognize mannerisms that may be detrimental to communications	51.4	2.25	0.57
	17 Converse in an acceptable manner	70.5	2.51	0.54

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important.

* Competencies recommended to be excluded from the vocational agriculture curriculum.

TABLE 9

Performance and Level of Importance of Competencies in the duty Area "Developing Citizenship Skills" by the Total Sample (n = 210)

	COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
08	Developing citizenship skills			
01	Cooperate with others in group activities	79.0	2.61	0.50
02	Respect national symbols	78.6	2.63	0.53
03	Respect the rights of others	84.8	2.83	0.41
04	Respect, maintain, and improve the environment	79.5	2.63	0.51
05	Stay well informed, of state, national, and local issues	70.5	2.45	0.55
06	Formulate judgments on issues	68.1	2.28	0.57
07	Provide service to the community (i.e. local, state, national)	66.2	2.31	0.54
08	Provide service to others	72.9	2.43	0.56
09	Vote on issues and in elections	83.3	2.70	0.52
10	Identify legislature representatives	60.5	2.24	0.53
* 11	Communicate with legislative representatives	43.8	2.19	0.54
* 12	Understand and oppose unequal opportunity in the area of education, housing, employment and recreation	44.8	2.22	0.62
13	Defend rights and liberties of all kinds of people uniformly	55.2	2.45	0.62
14	Identify the need for law and order	73.3	2.75	0.50
15	Identify right and wrong behavior	77.6	2.75	0.47
16	Comply with public laws and rules	80.5	2.78	0.44
17	Help authorities in specific cases when needed	63.8	2.53	0.55
18	Protest unjust rules openly	58.6	2.35	0.63
19	Stay informed about the law	61.4	2.59	0.52
* 20	Identify the main structure and function of government bodies	47.6	2.27	0.55

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important.

* Competencies recommended to be excluded from the vocational agriculture curriculum.

TABLE 10

Performance and Level of Importance of Competencies in the duty Area "Developing Personal Skills" by the Total Sample (n = 210)

COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
09 Developing personal skills			
01 Complete a personal inventory of strengths and weaknesses	42.9	2.33	0.53
02 Develop an approved self-image	56.2	2.46	0.56
03 Determine future goals (life style)	71.9	2.66	0.52
04 Maintain a positive attitude	75.7	2.72	0.50
05 Demonstrate personal integrity	72.9	2.77	0.44
06 Develop self-initiative	73.8	2.77	0.43
07 Manage use of time	77.6	2.78	0.43
08 Respect the rights of others	82.9	2.82	0.41
09 Demonstrate sincerity	77.6	2.73	0.47
10 Demonstrate enthusiasm	72.4	2.59	0.53
11 Demonstrate poise	66.7	2.47	0.56
12 Demonstrate confidence	76.2	2.70	0.48
13 Exhibit receptiveness to suggestions	70.5	2.50	0.53
14 Demonstrate the ability to work with others	77.6	2.77	0.44
15 Demonstrate patience	74.3	2.65	0.51
16 Exhibit good sportsmanship	79.5	2.72	0.48
17 Be responsible for personal actions	82.9	2.87	0.37

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important.

TABLE 11

Summary of Performance and Level of Importance for Each Duty Area By the Total Sample (n = 210)

DUTY AREAS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
01 Leading Individuals and Groups	58.8	2.50	.22
02 Developing Good Work Habits	78.7	2.69	.18
03 Participating in Social Activities	71.5	2.30	.21
04 Participating in Committees and Groups	60.9	2.35	.15
05 Participating in Professional, Business and Civic Organizations	56.1	2.34	.20
06 Managing Financial Resources	73.5	2.53	.23
07 Developing Communication Skills	58.2	2.28	.26
08 Developing Citizenship Skills	67.5	2.50	.21
09 Developing Personal Skills	72.4	2.67	.15

TABLE 12

Summary of Performance and Level of Importance for Each Duty Area By the Management Occupational Level (n = 143)

DUTY AREAS FOR AGRICULTURAL MANAGER LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
01 Leading Individuals and Groups	61.1	2.50	.23
02 Developing Good Work Habits	77.3	2.69	.17
03 Participating in Social Activities	71.2	2.27	.22
04 Participating in Committees and Froups	62.8	2.34	.15
05 Participating in Professional, Business and Civic Organizations	58.1	2.31	.19
06 Managing Financial Resources	75.2	2.51	.26
07 Developing Communication Skills	59.2	2.27	.26
08 Developing Citizenship Skills	68.8	2.51	.23
09 Developing Personal Skills	71.8	2.65	.16

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important.

TABLE 13

Summary of Performance and Level of Importance for Each Duty Area
By the Mid-Management Occupational Level
(n = 29)

DUTY AREAS FOR AGRICULTURAL MID-MANAGER LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
01 Leading Individuals and Groups	60.3	2.49	.23
02 Developing Good Work Habits	77.9	2.70	.23
03 Participating in Social Activities	71.4	2.36	.22
04 Participating in Committees and Groups	64.1	2.35	.19
05 Participating in Professional, Business and Civic Organizations	56.7	2.47	.23
06 Managing Financial Resources	82.6	2.58	.18
07 Developing Communication Skills	56.0	2.33	.29
08 Developing Citizenship Skills	63.1	2.53	.26
09 Developing Personal Skills	72.2	2.77	.13

TABLE 14

Summary of Performance and Level of Importance for Each Duty Area
By the Labor Occupational Level
(n = 38)

DUTY AREAS FOR AGRICULTURAL LABOR LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
01 Leading Individuals and Groups	49.4	2.46	.20
02 Developing Good Work Habits	84.6	2.68	.20
03 Participating in Social Activities	72.9	2.33	.19
04 Participating in Committees and Froups	51.4	2.39	.15
05 Participating in Professional, Business and Civic Organizations	47.9	2.36	.22
06 Managing Financial Resources	70.1	2.54	.19
07 Developing Communication Skills	56.4	2.27	.25
08 Developing Citizenship Skills	65.9	2.47	.23
09 Developing Personal Skills	75.2	2.64	.15

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important.

CONCLUSIONS

The following conclusions were formulated based on the data reported in this study.

1. Leadership and personal development competencies are performed by agricultural leaders and are important to successful performance in agricultural occupations at the management, mid-management, and labor occupational levels. There are no marked differences in performance of competencies or importance of competencies by occupational level.

2. The leadership and personal development competencies performed in FFA activities, which were included in this study, were performed and perceived as important by agricultural leaders.

3. The personal development competencies generally were rated higher in performance and importance as compared to the leadership competencies in the study.

4. Performance and importance ratings of competencies may not always be directly related. Several competencies with high performance ratings did not receive high importance ratings. The reverse of this situation also occurred.

5. A vocational education curriculum in agriculture must include leadership and personal development competencies if it is to meet the needs of the students and the community.

RECOMMENDATIONS

The investigators recommend that:

1. Evaluation of current national, state, and local curriculum guides be conducted to ascertain whether competencies rated as essential in this study are being taught in vocational education programs in agriculture.

2. Leadership be developed as behavioral objectives with more specific skills taught as steps to meet the objectives. Findings of this study can provide a sound basis for development of competency-based instructional packages.

3. Essential leadership and personal development competencies in agricultural occupations be used in developing occupational profiles for use in vocational counseling and guidance.

4. These competency inventories be used in cooperative vocational education programs in agriculture in developing individual training plans for students.

5. The leadership and personal development competency inventory be used as a check list in evaluating student learning in vocational education programs in agriculture.

6. The findings of the advisory committee on leadership and personal development be used as a basis for development of an Ohio leadership and personal development curriculum guide.

7. Advisors of youth organizations employ the results of this study when developing and evaluating the program of activities for youth organizations.

8. This study be utilized as a basis for the FFA Student Achievement Award.

9. Research be directed toward identifying the number of classroom and laboratory hours which are presently being used teaching leadership and personal development in vocational agriculture in Ohio. Further research should indicate the optimum amount of time to allocate in the vocational agriculture curriculum for teaching leadership and personal development.

IMPLICATIONS

This study was limited to 280 agricultural leaders in Ohio. Pragmatically the findings have some important implications to vocational education programs and youth organizations. Based on the findings of this study, the investigators forward the following implications:

1. The competencies identified in this study can be used as a basis of accountability for the activities of the FFA.

2. Other service areas of vocational education can utilize similar procedures in identifying essential leadership and personal development competencies within occupations and within their taxonomy areas.

3. The number of leadership and personal development competencies coupled with technical competencies which must be learned can be used to justify a four year vocational agriculture program with sufficient time allocated to develop competent graduates.

4. The competencies identified in this study can be used to communicate to students, teachers, administrators, and the public precisely what participating in the FFA can do for students.

5. Workshops on the use of competency lists for curriculum improvement can be held which involves teacher educators, state supervisors, curriculum developers, and teachers.

6. The competency inventory can be used in teacher education programs to determine if graduates can perform and are prepared to teach each leadership and personal development competency.

7. The occupational survey coupled with review by an advisory committee provides a basis for developing an instructional program. The procedure used in conducting occupational surveys collects data concerning "what is." Utilizing an advisory committee provides input concerning "what ought to be."

REFERENCES

Hampson, Michael Neal. "Leadership and Personal Development Competencies Needed in Agricultural Occupations as Identified by Agricultural Leaders in Ohio," Unpublished Master of Science Thesis, The Ohio State University, Columbus, 1976.

Harp, R.T. and Vaughn, P.R. Leadership and Personal Development Series, Columbus, Ohio: Ohio Agricultural Education Curriculum Materials Service, 1975.

Melching, William H. and Borcher, Sidney D. Procedures for Constructing and Using Task Inventories Columbus: The Ohio State University, The Center for Vocational Education, 1973.

APPENDIX A

PANEL FOR REVIEWING INSTRUMENT VALIDITY

The following educators served as a panel for reviewing the validity of the instrument used in this study.

Dr. Ricky Bird
Department of Agricultural Education
The Ohio State University

Dr. J. David McCracken, Associate Professor
Department of Agricultural Education
The Ohio State University

Dr. L. H. Newcomb, Assistant Professor
Department of Agricultural Education
The Ohio State University

Dr. Earl Russell
The Center for Vocational Education
The Ohio State University

Dr. Edgar P. Yoder, Project Director
Department of Agricultural Education
The Ohio State University

APPENDIX B

ADVISORY COMMITTEE ON LEADERSHIP AND PERSONAL DEVELOPMENT

The following individuals served on the Leadership and Personal Development Advisory Committee. The Committee determined which leadership and personal development competencies should be included in the vocational agriculture curriculum.

Mr. R. Kirby Barrick, Area Supervisor
Ohio State Department of Education
Division of Vocational Education
Agriculture Education Service

Dr. Ralph E. Bender, Professor and Chairman
Department of Agricultural Education
The Ohio State University

Dr. James E. Cummins, Area Supervisor
Ohio State Department of Education
Division of Vocational Education
Agriculture Education Service

Mr. Stan Lifer, Agricultural Supervisor
Ashland County-West Holmes Joint Vocational School
Ashland, Ohio

Dr. J. David McCracken, Associate Professor
Department of Agricultural Education
The Ohio State University

Mr. Odell Miller, Vocational Agriculture Teacher
Marysville High School
Marysville, Ohio

Mr. James Mutchler, Agricultural Supervisor
EHOVE Joint Vocational School
Milan, Ohio

Dr. L. H. Newcomb, Assistant Professor
Department of Agricultural Education
The Ohio State University

SUMMARY OF RESEARCH SERIES

Instruction in vocational education has increasingly been selected on the basis of occupational surveys. Occupational surveys traditionally report the technical competencies required for successful performance in a job. This study uses an occupational survey approach to develop a list of tasks in leadership and personal development required for successful job performance in agricultural occupations. Agricultural educators should find this list useful to supplement task lists of technical competencies.

The authors are recognized for their scholarship in preparing this summary. This summary is based on a Master's thesis completed by Michael N. Hampson. Dr. Newcomb is an Assistant Professor and Dr. McCracken an Associate Professor of the Department of Agricultural Education, The Ohio State University, Columbus. Special appreciation is due Mr. Coleman Harris, Acting Executive Secretary, National FFA Association, Alexandria, Virginia, Dr. Earl F. Kantner, Executive Secretary Ohio FFA Association, Columbus; and Dr. Bennie L. Byler, Associate Professor, Iowa State University, Ames, for their critical review of the manuscript prior to its acceptance for publication.

Research has been an important function of the Department of Agricultural Education since it was established in 1917. Research conducted by the Department has generally been in the form of graduate theses, staff studies and funded research. It is the purpose of this series to make useful knowledge from such research available to practitioners in the profession. Individuals desiring additional information on this topic should examine the references cited in the bibliography.

J. Robert Warmbrod, Professor
Agricultural Education Department

SR 12 1977